NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD	School: Fairview School
Chief School Administrator: SALVATORE GONCALVES	Address: 376 Berkeley Ave. , Bloomfield, NJ 07003
Chief School Administrator's E-mail: sgoncalves@bloomfield.k12.nj.us	Grade Levels: K-6
Title I Contact: Joanne Decker	Principal: Salvatore J. DeSimone
Title I Contact E-mail:jdecker@bloomfield.k12.nj.us	Principal's E-mail: sdesimone@bloomfield.k12.nj.us
Title I Contact Phone Number: 973-680-8501	Principal's Phone Number: 973-680-8550

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Salvatore J. DeSimone   *Salvatore J. DeSimone*   *July 6, 2015*

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____20_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended School Year	1	1	1	$14,000.00
Adult ELL classes	1	1	1	$2000.00
Parent Partnership Workshops	1	1	1	$1000.00
Family Science	1	1	1	$800.00
Family Math	1	1	1	$800.00
Family Reading Night	1	1	1	$600.00
Morning tutoring	1	1	1	$800.00
After School tutoring	1	1	1	$800.00
ELL morning tutoring	1	1		$800.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Julie Hamberlin	Parent	X	X	X	
Maria Mento	Parent	X	X	X	
Danielle Sentivan	Parent	X	X	X	
Misa Kastrati	Parent	X	X	X	
Michelle Edwards	Parent	X	X	X	
Manuel Lopez	Parent	X	X	X	
Jeffery Ryder	Teacher	X	X	X	
Melissa Covey	Teacher	X	X	X	
Sybilree Fitzgerald	School Counselor	X	X	X	
Salvatore J. DeSimone	Principal	X	X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
September	Fairview School staff room	Needs Assessment				
October	Fairview School staff room	Plan Development	X		X	
November	Fairview School staff room	Program Evaluation	X		X	
January	Fairview School staff room	Program Evaluation	X		X	
February	Fairview School staff room	Program Evaluation	X		X	
March	Fairview School staff room	Program Review	X		X	
April	Fairview School staff room	Program Review	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Fairview School in conjunction with the entire community, will provide equal educational opportunities for its culturally diverse population in order that they may become productive citizens in the 21st century.	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **Yes.**

2. What were the strengths of the implementation process? **Significant increase in parental involvement.**

3. What implementation challenges and barriers did the school encounter? **Not enough funds to extend many of our programs**.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

    a. **Verbal, paper, and electronic invitations.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

    a. **Staff was on board 100%**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

    a. **Positive interactions with the community resulted in increased participation.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    a. **Face to face, usually in the evenings.**

9. How did the school structure the interventions? **Interventionist provided pull out and in class co – teaching. Before and after school tutoring for identified learners as well as ELL population.**

     a. **Done at times to maximize participation.**

10. How frequently did students receive instructional interventions?

     a. **Weekly**

11. What technologies did the school use to support the program?

     a. **Smart boards, laptops, iPads**.

12. Did the technology contribute to the success of the program and, if so, how?

     a. **Yes. Parents learned to access information about our school via the technology that is available.**

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	12	10	Support provided by school based interventionist and by before and after school tutoring.	Interventions were successful.
Grade 5	13	11	Support provided by school based	Interventions were successful.

			interventionist and by before and after Interventions were successful.	
Grade 6	16	13	Support provided by school based interventionist and by before and after school tutoring.	Interventions were successful.
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	0	0	NA	NA
Grade 5	0	0	NA	NA
Grade 6	0	0	NA	NA
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	NA	NA	NA	NA
Grade 1	NA	NA	NA	Periodic STAR math assessment by Ren Learn was used during the year to monitor individual student growth in mathematics. Results for these primary grade learners indicate progress based on each learners personal growth and development.
Grade 2	NA	NA	NA	Periodic STAR math assessment by Ren Learn was used during the year to monitor individual student growth in mathematics. Results for these primary grade learners indicate progress based on each learners personal growth and development.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	IEP accommodations and attention to educational goals designed for specific learners.	Yes	PARCC, TCA, and SATR assessment	CST annual review
Math	Students with Disabilities		Yes	PARCC, TCA, and SATR assessment	CST annual review
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	NA	NA	NA	NA	NA
Math	NA	NA	NA	NA	NA
ELA	ELLs		Yes	PARCC, TCA, and SATR assessment	Standardized test results
Math	ELLs		Yes	PARCC, TCA, and SATR assessment	Standardized test results
			Yes		
ELA	Economically Disadvantaged		Yes	PARCC, TCA, and SATR assessment	Standardized test results
Math	Economically Disadvantaged		Yes	PARCC, TCA, and SATR assessment	Standardized test results

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Fairview School Title I summer Program	Yes	Improved post test on STAR Assessment	STAR pretest and SATR post test
Math	Students with Disabilities		Yes	Improved post test on STAR Assessment	
ELA	Homeless	NA	Yes	NA	NA
Math	Homeless	NA	Yes	NA	NA
ELA	Migrant	NA	Yes	NA	NA
Math	Migrant	NA	Yes	NA	NA
ELA	ELLs	Fairview School Title I summer Program	Yes	Improved post test on STAR Assessment	STAR pretest and SATR post test
Math	ELLs	Fairview School Title I summer Program	Yes	Improved post test on STAR Assessment	STAR pretest and SATR post test
ELA	Economically Disadvantaged	Students with Disabilities	Yes	Improved post test on STAR Assessment	STAR pretest and SATR post test
Math	Economically Disadvantaged			Improved post test on STAR Assessment	STAR pretest and SATR post test
ELA		NA	NA	NA	NA
Math		NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Ongoing PD in IEP development and strategies to improve instruction.	Yes	Student improvement on STAR assessments	Increased standardized assessments
Math	Students with Disabilities	Ongoing PD in IEP development and strategies to improve instruction.	Yes	Student improvement on STAR assessments	Increased standardized assessments
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Ongoing PD in balanced literacy and addressing the needs of ELL learners	YES	Student improvement on STAR assessments	Increased standardized assessments
Math	ELLs		YES		
ELA	Economically Disadvantaged	Ongoing PD in balanced literacy and addressing the needs of all learners	YES	Student improvement on STAR assessments	Increased standardized assessments
Math	Economically	Ongoing PD in	Yes	Student improvement on	Increased standardized assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	balanced literacy and addressing the needs of all learners.		STAR assessments	

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent workshop offered to all families Involvement of parents of students with IEPs in SAC meetings.	Yes	Signatures of parents who participated in the workshops.	Parent attendance at workshops and meetings increased by 10%.
Math	Students with Disabilities	Parent workshop offered to all families Involvement of parents of students with IEPs in SAC meetings	Yes	Signatures of parents who participated in the workshops.	Parent attendance at workshops and meetings increased by 10%.
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Parent workshop offered to all families		Signatures of parents who participated in the workshops.	Parent attendance at workshops and meetings increased by 10%.
Math	ELLs	Parent workshop offered to all families		Signatures of parents who participated in the workshops.	Parent attendance at workshops and meetings increased by 10%.
ELA	Economically Disadvantaged	Parent workshop offered to all families		Signatures of parents who participated in the workshops.	Parent attendance at workshops and meetings increased by 10%.
Math	Economically Disadvantaged	Parent workshop offered to all families		Signatures of parents who participated in the workshops.	Parent attendance at workshops and meetings increased by 10%.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Salvatore J. DeSimone   *Salvatore J. DeSimone*   *July 6, 2015*

_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Daily individualized assessment of students	PARCC results; TCA results; STAR assessments
Academic Achievement - Writing	Daily individualized assessment of students	PARCC results; TCA results; STAR assessments
Academic Achievement - Mathematics	Daily individualized assessment of students	PARCC results; TCA results; STAR assessments
Family and Community Engagement	Signatures of adults who participate in our parent workshops.	Improved performance by students who whose parents attended our workshops.
Professional Development	Ongoing and yearlong	Monthly trainings on the implementation of balanced literacy strategies.
Leadership	Foster future Principals	Assign aspiring administrators to chair school based committees.
School Climate and Culture	Parent visits to school for all events an topics.	Signature on participation sheets.
School-Based Youth Services	DARE	DARE lessons proved by a BPD Officer
Students with Disabilities	Annual reviews and CST evaluation of student progress.	Teacher implementation of all programs including balanced literacy
Homeless Students	NA	NA
Migrant Students	NA	NA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	Daily individualized assessment of students	PARCC results; TCA results; STAR assessments
Economically Disadvantaged	Daily individualized assessment of students	PARCC results; TCA results; STAR assessments

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

a. **SAC and SCIP meetings held to review progress.**

2. What process did the school use to collect and compile data for student subgroups?

a. **NJ DOE data. NJ ASK results, STAR assessments**

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

a. **Both NJ ASK and STAR assessments are normed and results are measured against students in New jersey and throughout the nation.**

4. What did the data analysis reveal regarding classroom instruction?

a. **The need to implement the Readers Writers Workshop out of Columbia University.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

a. **District wide yearlong professional development in the implementation of the Readers Writers Workshop.**

6. How does the school identify educationally at-risk students in a timely manner?

a. **TCA assessments are given to each learner at least three times annually. STAR assessments are administered at least four times annually.**

7. How does the school provide effective interventions to educationally at-risk students?

a. **Differentiation of daily LA and math instruction. Support by ELL teacher and school based Interventionist.**

8. How does the school address the needs of migrant students? **NA**

9. How does the school address the needs of homeless students? **NA**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

a. **Staff meetings, PLC meetings, professional development are all used to discuss and to assess our methods of interventions for al leaners.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

a. **Teacher discussion of individual learning styles is done as the year comes to closure. All assessment data is made available to staff so that receiving teachers are able to plan to differentiate for all learners.**

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

a. **Priority concerns were established as a result of honest discussions at staff meetings, SCIP meetings, SAC meetings and PLC meetings**.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Improve ELA scores on PARCC, STAR, and TCA assessments.	Increase involvement of ELL community.
Describe the priority problem using at least two data sources	Average scores in ELA testing.	PARCC , STAR, and TCA scores need to improve
Describe the root causes of the problem	Readiness for school.	Because of the minimal proficiency of the adults in the homes of our ELL learners, the progress of their children is delayed in ELA.
Subgroups or populations addressed	All students.	ELL students and their families.
Related content area missed (i.e., ELA, Mathematics)	ELA	NA
Name of scientifically research based intervention to address priority problems	Readers Writers Workshop	ELL teacher uses a range of interventions to insure the progress of our identified learners.
How does the intervention align with the Common Core State Standards?	All elements of Reads Writers Workshop are consistent with ELA CCCS.	All programs used by our ELL teachers are BOE approved and in line with CCCS.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Increase parental involvement	
Describe the priority problem using at least two data sources	While parental involvement has improved at Fairview School, the ned to increase parental involvement remains critical.	
Describe the root causes of the problem	Parents who are working more than one job. Parents whose proficiency in English is limited.	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	ELA and math.	
Name of scientifically research based intervention to address priority problems	Parental involvement improves student performance in school.	
How does the intervention align with the Common Core State Standards?	As a result of increased parental involvement, parents will become more aware of the planning and instruction done by our educators. Therefore, parents will become aware of the alignment of our instructional program to the CCCS.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*
ELA	Students with Disabilities	*Readers Writes Workshop ELI program.	S. DeSimone R. Veloso I. Zimmerman	STAR assessments PARCC testing	Program proven to be successful with student with have disabilities.
Math	Students with Disabilities	Individualized math program.	S. DeSimone R. Veloso I. Zimmerman	STAR assessments PARCC testing	BPS curriculum is based on CCCS.
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	REACH	A. Batisita B. S. DeSimone	NJ ACCESS	Approved by DOE
Math	ELLs				
ELA	Economically Disadvantaged	*Readers Writers Workshop	All staff	TCA and STAR assessments	Produced by Columbia University under the guidance of Lucy Caulkins.
Math	Economically Disadvantaged	*Readers Writers Workshop	All staff	TCA and STAR assessments	Produced by Columbia University under the guidance of Lucy Caulkins.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u>

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Fairview School Title I summer Program	S. DeSimone L. Crammer Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.
Math	Students with Disabilities				
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Fairview School Title I summer Program	S. DeSimone A. Batista L. Crammer Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.
Math	ELLs	Fairview School Title I summer Program	S. DeSimone L. Crammer A. Batista Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Fairview School Title I summer Program	S. DeSimone L. Crammer Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.
Math	Economically Disadvantaged	Fairview School Title I summer Program	S. DeSimone L. Crammer Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Fairview School Title I summer Program	S. DeSimone L. Crammer Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.
Math	Students with Disabilities	Fairview School Title I summer Program	S. DeSimone L. Crammer Fairview School professional staff.	STAR pretest and SATR post test	STAR assessment is approved by the NJ DOE.
ELA	Homeless	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Year-long, on-going PD training on the implementation of the Readers Writers Workshop	M. Contaldi S.DeSimone S. Johnson	Observations of the implementation of the program by certified supervisory staff.	Readers Writers Workshop is research based and support the CCCS.
Math	ELLs	Year-long, on-going PD training on the implementation Investigations Math Program.	M. Contaldi S.DeSimone R. Marchegano	Observations of the implementation of the program by certified supervisory staff.	Investigations math is research based and support the CCCS
ELA	Economically Disadvantaged	Year-long, on-going PD training on the implementation of the Readers Writers Workshop	M. Contaldi S.DeSimone S. Johnson	Observations of the implementation of the program by certified supervisory staff.	Readers Writers Workshop is research based and support the CCCS.
Math	Economically Disadvantaged	Year-long, on-going PD training on the implementation Investigations Math Program.	M. Contaldi S.DeSimone R. Marchegano	Observations of the implementation of the program by certified supervisory staff.	Investigations math is research based and support the CCCS.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   a. **S. DeSimone, J. Decker, S. Goncalves, M. Contaldi. Evaluation will be ongoing.**

2. What barriers or challenges does the school anticipate during the implementation process?

   a. **None**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   a. **Parent workshops, SAC, staff meetings, and PLC meetings.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   a. **Presence of parents at evening workshops, minutes of PLC, SAC and staff meetings.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   a. **Feedback at events and workshops.**

6. How will the school structure interventions?

   a. **Open House during American Education Week; parent conference documentation; I&RS minutes, feedback at evening workshops.**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

7. How frequently will students receive instructional interventions?

    a. **On a daily basis.**

8. What resources/technologies will the school use to support the school wide program?

    a. **District web page; school web page; School Desk teacher web pages; posting of grades on Power School.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

    a. **Signatures of parents who attend all evening meetings and workshops,**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    a. **Electronically via our school and district websites and on paper communications.**

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Evening workshops on balanced literacy	S. DeSimone I. Zimmerman R. Veloso CST	Parent signatures at workshops	Parental involvement increases student performance.
Math	Students with Disabilities	IEP implementation to level instruction and meet eth needs of al learners.	S. DeSimone I. Zimmerman R. Veloso CST	Parent signatures at workshops	Parental involvement increases student performance.
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Evening workshops on balanced literacy ELL evening classes for adults	S. DeSimone Fairview staff	Parent signatures at workshops	Parental involvement increases student performance
Math	ELLs	Evening workshops on math instructional techniques ELL evening classes for adults	S. DeSimone Fairview staff	Parent signatures at workshops	Parental involvement increases student performance

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Evening workshops on balanced literacy ELL evening classes for adults	S. DeSimone Fairview staff	Parent signatures at workshops	Parental involvement increases student performance
Math	Economically Disadvantaged	Evening workshops on math instructional techniques ELL evening classes for adults	S. DeSimone Fairview staff	Parent signatures at workshops	Parental involvement increases student performance

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   ❑ **Involved parents will result in a greater understanding of the school's curriculum. As a result, students will perform better in school.**

2. How will the school engage parents in the development of the written parent involvement policy?

   ❑ **Published on district and school webpages. Paper notification Published on district and school webpages. Paper notification will also be sent home with students.**

3. How will the school distribute its written parent involvement policy?

   ❑ **Published on district and school webpages. Paper notification will also be sent home with students.**

4. How will the school engage parents in the development of the school-parent compact?

   ❑ **Required signatures on the document and the filing of the document in the students' folders.**

5. How will the school ensure that parents receive and review the school-parent compact?

   ❑ **Each document will be signed by a parent and teachers will check to insure that all signed documents are on file.**

6. How will the school report its student achievement data to families and the community?

   ❑ **Web page communication and paper communication.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

   (AMAO) for Title III?

   ❑ **Our district publish NJ DOE reports on its web page. The Principal will present results at an evening meeting.**

8. How will the school inform families and the community of the school's disaggregated assessment results?

   ❑ **Web page communication and paper communication**

   ❑ **Our district publish NJ DOE reports on its web page**

9. How will the school involve families and the community in the development of the Title I School wide Plan?

   ❑ **Web page communication and paper communication**

   ❑ **SAC and evening meetings**.

10. How will the school inform families about the academic achievement of their child/children?

    ❑ **Our district publish NJ DOE reports on its web page.**

    ❑ **The Principal will present results at an evening meeting.**

    ❑ **PARCC results will be mailed to homes**.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- ❑ **Extended learning opportunities for students. These include a summer school program and before and after school tutoring.**

- ❑ **ELL classes for adults**

- ❑ **Parent workshops on all content areas.**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	36	Required before hiring.
	100	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	12	Required before hiring.
	100	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Teachers want to work at Fairview school and in Bloomfield. No specific strategy necessary.	S. DeSimone S. Goncalves N. Dotoli